

Lesson Plan

Teacher Name: Mrs. Mariana Schulze – Janel Brawley, mentor

Lesson Title: Dear Mr. Blueberry

Subject(s) and Grade Level: Cross-curricular; 2nd Grade

Standards:

MTT Domain-Competencies

- 1-001** The Master Technology Teacher demonstrates knowledge and application of technology-related terminology and concepts, hardware, software, data-input strategies, and ethical practices, and knows how to acquire, analyze, and evaluate digital information from the Internet and other sources.
- 1-003** The Master Technology Teacher knows and applies basic strategies and techniques related to Web site mastering.
- 2-005** The Master Technology Teacher demonstrates knowledge of how to use task appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem solving situations.
- 2-006** The Master Technology Teacher demonstrates knowledge of how to communicate in different formats for diverse audiences.
- 2-007** The Master Technology Teacher demonstrates knowledge of instructional design, development, and assessment in a technology-enhanced environment.
- 2-008** The Master Technology Teacher knows how to implement and assess technology-enhanced instruction to meet the diverse needs and abilities of all students.
- 3-009** The Master Technology Teacher knows how to collaborate with colleagues to facilitate the implementation of appropriate, research-based, technology enhanced instruction.
- 3-010** The Master Technology Teacher knows how to provide professional development and support through mentoring, modeling, coaching, and consulting.

Content TEKS:

110.4. English Language Arts and Reading

(b)

(1) Listening/speaking/purposes. The student listens attentively and engages actively in a variety of oral language experiences. The student is expected to:

- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
- (B) respond appropriately and courteously to directions and questions (K-3);
- (C) participate in rhymes, songs, conversations, and discussions (K-3);
- (D) listen critically to interpret and evaluate (K-3);
- (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3);

(3) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

- (C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(4) Listening/speaking/communication. The student communicates clearly by putting thoughts and feelings into spoken words. The student is expected to:

- (A) use vocabulary to describe clearly ideas, feelings, and experiences (K-3);

(B) clarify and support spoken messages using appropriate props such as objects, pictures, or charts (K-3); and

(5) Reading/word identification. The student uses a variety of word identification strategies. The student is expected to:

- (A) decode by using all letter-sound correspondences with a word (1-3);
- (B) blend initial letter – sounds with common vowel spelling patterns to read words (1-3);
- (C) recognize high frequency irregular words such as said, was, where, and is (1-2);
- (D) identify multisyllabic words by using common syllable patters (1-3);
- (E) use structural cues to recognize words such as a compound, base words, and inflections such as –s, -es, -ed, and –ing (1-2);
- (F) use structural cues such as prefixes and suffixes to recognize words, for example, un- and –ly (2);
- (G) use knowledge of word order (syntax) and context to support word identification and confirm word meaning (1-3); and
- (H) read both regular and irregular words automatically such as through multiple opportunities to read and reread (1-3).

(6) Reading/fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to:

- (A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for reader) (2); and
- (C) read orally from familiar texts with fluency (accuracy, expression, appropriate phrasing, and attention to punctuation) (2).

(8) Reading/vocabulary development. The student develops an extensive vocabulary. The student is expected to:

- (A) discuss meanings of words and develop vocabulary through meaningful/concrete experiences (K-2);
- (B) develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud (K-2); and
- (C) develop vocabulary through reading (2-3).

(9) Reading/comprehension. The student uses a variety of strategies to comprehend selections read aloud and selections read independently. The student is expected to:

- (A) use prior knowledge to anticipate meaning and make sense of texts (K-3);
- (E) draw and discuss visual images based on text descriptions (1-3);
- (F) make and explain inferences from texts such as determining important ideas and causes and effects, making predictions, and drawing conclusions (1-3);
- (G) identify similarities and differences across texts such as in topics characters, and problems (1-2); and
- (I) represent text information in different ways, including story maps, graphs, and charts (2-3).

(10) Reading/literary response. The student responds to various texts. The student is expected to:

- (B) demonstrate understanding of informational text in various ways such as through writing, illustrating, developing, demonstrations, and using available technology (2-3).

(12) Reading inquiry/research. The student generates questions and conducts research using information from various sources. The student is expected to:

- (A) identify relevant questions for inquiry such as “Why do birds build different kinds of nests?” (K-3);
- (D) use multiple sources, including print such as an encyclopedia, technology, and experts, to locate information that addresses questions (2-3);

(E) interpret and use graphic sources of information such as maps, charts, graphs, and diagrams; and

(H) draw conclusions from information gathered (K-3).

(13) Reading/culture. The student reads to increase knowledge of his/her own culture., the culture of others, and the common elements of culture. The student is expected to:

(A) connect life experiences with the life experiences, language, customs, and culture of others (K-3).

(14) Writing/purposes. The student writes for a variety of audiences and purposes, and in various forms. The student is expected to:

(B) write to discover, develop, and refine ideas (1-3); and

(D) write in different forms for different purposes such as lists to record, letters to invite or thank, and stories or poems to entertain (1-3).

(16) Writing/spelling. The student spells proficiently. The student is expected to:

(A) use resources to find correct spellings, synonyms, and replacement words (1-3);

(B) write with more proficient spelling of regularly spelled patterns such as consonant-vowel-consonant (CVC) (hop), consonant-vowel-consonant-silent e (CVC) (hope), and one-syllable words with blends (drop) (1-3);

(C) write with more proficient spelling of inflectional endings, including plurals and verb tenses (1-2); and

(D) write with more proficient use of orthographic patterns and rules such as keep/cap, sack/book, out/cow, consonant doubling, dropping e, and changing y to i (2).

(17) Writing/grammar/usage. The student composes meaningful texts applying knowledge of grammar and usage. The student is expected to:

(A) use singular and plural forms of regular nouns (2);

(B) compose complete sentences in written texts and use the appropriate end punctuation (1-2);

(C) compose sentences with interesting, elaborated subjects (2-3); and

(D) edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts (2-3).

111.14. Mathematics (b)

(9) Measurement. The student recognizes and uses models that approximate standard units (metric and customary) of length, weight, capacity, and time.

The student is expected to:

(A) identify concrete models that approximate standard units of length, capacity, and weight; and

(B) measure length, capacity, and weight using concrete models that approximate standard units.

112.4. Science (b)

(4) Scientific processes. The student uses age-appropriate tools and models to verify that organisms and objects and parts of organisms and objects can be observed, described, and measured. The student is expected to:

(A) collect information using tools including rulers, meter sticks, measuring cups, clocks, hand lenses, computers, thermometers, and balances; and

(B) measure and compare organisms and objects and parts of organisms and objects, using standard and non-standard units.

(5) Science concepts. The student knows that organisms, objects, and events have properties and patterns. The student is expected to:

(B) identify, predict, replicate, and create patterns including those seen in charts, graphs, and numbers.

(9) Science concepts. The student knows that living organisms have basic needs. The student is expected to:

(A) identify the external characteristics of different kinds of plants and animals that allow their needs to be met.

Content and Cognitive Goals:

Student Learning Goals:

1. Examine a letter and discuss the different parts
2. Use rulers to measure, in centimeters, the length of different whales
3. Transfer data into charts and graphs
4. Identify mammals
5. Identify whales
6. Understand effective research strategies
7. Create a postcard using the parts of a letter on one side, while the other side demonstrates their knowledge of whales (through a picture).

Teacher Learning Goals:

1. Increase comfort level of software applications and to support the decision making process of appropriate software selection
2. Be able to choose and use effective tools that best fits my objectives
3. Identify all Levels of Bloom's Taxonomy
4. Be able to create strategies using technology to create student centered learning
5. Discuss with others creative ways to assess student progress using technology
6. Gather information, analyze, and synthesize
7. Think creatively by developing new ways of viewing
8. High level of student involvement with work
9. Provide clear student expectations
10. Relatively little wasted time, confusion, or disruption
11. Work-oriented, but relaxed and pleasant climate
12. Improve Scaffold instruction, Mnemonics, and Reciprocal teaching skills

Professional Learning Goals:

1. Ask questions, giving mentee enough time to organize ideas, and facilitating the teacher in integrating technology into the foundation and enrichment of their curricular content.
2. Develop effective strategies.

3. Develop a positive and supportive coaching style.
4. Develop a relationship build on trust and mutual respect.
5. Build cognitive skills that encourage trust: withholding judgment, posing open-ended questions, meditative questions, probing and summarizing.
6. Develop elegant communication skills

Learning Connections:

By using technology to enhance the ability of students to visualize concepts in science, understanding is greatly increased. Working with various types of media, students will be able to construct new knowledge; thus, integrating knowledge with inquiry, communication, critical and creative thinking skills will promote higher level thinking.

Student learning will be successful by the various teaching methods and approaches within the integrated lesson. Learning will be accomplished as students are engaged through collaboration, cooperative groups, discovery, and problem solving.

Procedures for Learning Activities/Tasks: *(Please number each procedure.)***Address Bloom's Taxonomy**

1. Instructor will introduce story, *Dear Mr. Blueberry*. Students will read and discuss the story. Students will observe, listen, and ask questions (Knowledge). Throughout the lesson, grammar, spelling, and phonics will be addressed.
2. Teacher will be observing, asking probing questions, and providing feedback throughout the session. Students are grouped to discover information about whales. Each group will share their findings with the class (Knowledge, Comprehension)
3. Teacher will be observing, asking probing questions and providing feedback throughout the session. Teacher will discuss letter writing procedures and parts. Students will mimic this letter writing activity (guided practice) at their desk. Afterwards, they will get with their neighbor and review these steps, verifying that both students have completed the activity correctly (Knowledge, Comprehension, Application, and Synthesis)
4. Teacher will be observing, asking probing questions and providing feedback throughout the session. Students will research using online and print materials; this research will be conducted both in group collaboration and individually. Students will answer teacher provided questions about whales. Students will also be asked to find three interesting facts about their whale that they have not already listed. (Knowledge, Comprehension, Application)
5. Teacher will be observing, asking probing questions and providing feedback throughout the session. Students will travel to the computer lab, to demonstrate their knowledge of letter writing skills and of whales. Using paint, students will draw and save the ocean scene where their whale lives. Students will then use MS Publisher postcard template to insert the Paint background and illustrate special characteristics of their whale. Using pre-selected pictures of whales (that will be located on the network), students will select a picture of their whale and insert it onto their background. Using a color laser printer, students will print their design onto postcards. (Knowledge, Comprehension, Application, Synthesis)
6. Teacher will be observing, asking probing questions and providing feedback throughout the session. Students will return to their classroom, where they demonstrate their letter writing skills by addressing and writing a letter to someone in their family. (Knowledge, Comprehension, Application, Synthesis)

7. Teacher will evaluate projects based on rubric. Peer and self-evaluations will be conducted based on project rubric.

Assistive and Diverse Learners

1. Meet with the special education teacher of students who will be participating in the project.
2. Discuss and decide upon specific techniques and assistive technologies which will support the students.
3. Implement techniques and technologies.

Teaching/Instructional Strategy:

Learner-centered and teacher-centered learning will be used as the basis for this unit. Learner-centered learning will be accomplished through the interactions with a variety of resources in their environment, including instructor, instructional materials and tools, and peer learners. The students will accomplish this through peer collaboration, group work, and individual study. However, teacher-centered learning will be utilized to emphasize important information and to assess performance. This role will be achieved by providing detailed information about the lesson, demonstrating software and providing knowledge of basic features; assessments will be given daily by observation, questioning, and the use of a rubric for the final product.

Student Work Samples:

Whale questions, Whale Scale, Whale Word Hunts, Whale Postcard

Technology Connection:

Two software packages will be used throughout this unit: Paint and MS Publisher. Students will also view pre-selected websites to conduct research. Diverse learners will be provided with modifications noted on their IEPs and assistive technology will be available if required.

Technology Management Strategy:

This lesson will take approximately seven 45 minute class periods. Students will work in their classroom 5 days before coming to the computer lab. The computer lab is fully functional; 20 computers, projector, 2 laser printers, and 1 color laser printer. The teacher will reserve the lab for the dates needed. Prior to entering the lab, the students will have worked in pairs in the teacher's classroom, on her 2 computers, to complete online research and print research. The students already have discussed their plans for creation of their background, characteristics and their whales. Observation, asking questions, using the 'ask three before me' strategies will be used by the teacher.

Materials:

Instructional

Paper & Pencils

Grading Rubric

Project Expectations

Technical

Computer Lab

Classroom computer for each student

Projector

Network

Other Resources

Coach - instructor collaboration / planning

Modifications needed for diverse learners

Pre-existing file folder with
whale images

MS Paint

MS Publisher

Assessment:

Portfolio, demonstration, self-assessment, peer assessment, checklist, rubric, process and product

Informal:

Observation, asking questions, daily review

Formal:

Whale Word Hunt, Whales graphing chart, Teacher rubric evaluation, peer rubric evaluation

Reflection:

Please rate the following indicators using a scale of 1-5.

(1=Poor, 5= Excellent, NA if not applicable)

- _____ Technology instruction was effective and students/educators achieved curricular goals.
- _____ Technology instruction was effective and students/educators or I achieved targeted goals.
- _____ Technology instruction was effective and I achieved my professional goals.
- _____ Students/educators were motivated by the use of technology.
- _____ Technology was critical to the success of this lesson.
- _____ Varying abilities of students/educators was supported through the use of the technology.
- _____ Equipment was sufficient for the number of students/educators completing the activity.
- _____ Equipment and software functioned properly.
- _____ Overall rating of lesson.

Reflection Time: Use the following questions to reflect on your lesson.

Questions to Ponder:

Was this lesson worth doing?

In what ways was the lesson effective?

What evidence do you have for your conclusion?

How would you change this lesson for teaching it again?

Did your students/educators find the lesson meaningful?

Did the lesson motivate your students/educators to “go beyond” what was required?

Did you achieve your goals met/in progress in the required criteria?

Mariana Schulze

July 4, 2007

Participant Signature

Janel Brawley

July 4, 2007

Coach Signature